IMPERIAL VALLEY COLLEGE
SERVICE AREA PROGRAM REVIEW

DATE:	2/21/2014	
DEPARTMENT/PROGRAM:	Library	
PREPARED BY:	Frank Hoppe Name	 Signature
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AREA VICE PRESIDENT:	Kathy Berry Name	 Signature

IMPERIAL VALLEY COLLEGE
MISSION STATEMENT

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

Institutional Goals
Educational Master Plan 2012-15
Approved by Board of Trustees May 16, 2012

Goal One (Institutional Mission and Effectiveness): The College will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.

Obj.	Objectives for EMP Goal 1
1.1	Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.
1.2	Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.
1.3	Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.
1.4	Develop systems that are inclusive, cyclical, and understood by all stakeholders.

Goal Two (Student Learning Programs and Services): The College will maintain instructional programs and services which support student success and the attainment of student educational goals.

Obj.	Objectives for EMP Goal 2
2.1	Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.2	Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.
2.3	Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.4	Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, annual Program Review, and Comprehensive Program Review every three years.
2.5	Ensure that the Library meets as closely as possible the "Standards of Practice for California Community College Library Faculty and Programs" of the Academic Senate for California Community Colleges.
2.6	Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.

Goal Three (Resources): The College will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.

Obj.	Objectives for EMP Goal 3
3.1	Develop and implement a resource allocation plan that leads to fiscal stability.
3.2	Implement a robust technological infrastructure and the enterprise software to support the college process.
3.3	Build new facilities and modernize existing ones as prioritized in the facility master plan.
3.4	Design and commit to a long-term professional development plan.
3.5	Raise the health awareness of faculty, staff, and students.

Goal Four (Leadership and Governance): The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

Obj.	Objectives for EMP Goal 4
4.1	Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.
4.2	Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.
4.3	Ensure that the Board of Trustees is informed and involved in the accreditation process.
4.4	Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.
4.5	Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.

IMPERIAL VALLEY COLLEGE

SERVICE AREA PROGRAM REVIEW

I. **PROGRAM/DEPARTMENT DISCRIPTION** (include Vision; Mission; Services-Functions; Funding Sources Statement)

The Mission of the Imperial Valley College Library is to provide essential and high-quality instructional support materials, facilities, and services to the students and faculty/staff of Imperial Valley College across all academic programs. In so doing, the Library assists the College in fulfilling its own mission statement, by directly supporting the College Institutional Learning Outcomes of Communication Skills, Critical Thinking Skills, Personal Responsibility, Information Literacy, and Global Awareness.

The Library conducts an active program of instruction for training and assisting students in the development of informational literacy skills necessary to achieve their educational goals; to comfortably interface with new information and instructional technologies; to acquire and utilize information to answer questions and solve problems; and to generally empower them to be successful lifelong learners possessing the full range of capacities contained in the Institutional Learning Outcomes listed above.

II. **SERVICE AREA OUTCOMES** (use the attached form to identify outcomes, methods, assessment process, results, decisions & recommendations)

Outcome #1: Do library instruction for the classes of two faculty members per semester who have not previously used this service. Way(s) to assess: Analysis of instruction appointments each semester.

Methods: We tracked faculty usage of our library instruction services, and how many classes and students received library instruction.

• Two faculty members who used our services for the first time last fall were Elizabeth Mariaelena Cloud and Nikolai Beope.

• Each faculty member who brings students for library instruction expands the level of information literacy for those students. We will continue communicating with faculty and inviting them to bring their classes for instruction. Starting in the Spring semester of 2014, the librarian conducting information sessins at the Spencer Library will administer a postsession quiz. This is an assessment instrument designed to gather data on the effectiveness of our information literacy instruction.

• We review our data annually to address areas of the program needing modification. Such modifications are based on our collected data for that and previous years. Our data tells us that outreach to faculty by the library is valuable to student learning.

Outcome #2: Collaborate on the integration of information literacy into the curriculum.

Methods:

• We discuss information literacy with various faculty members and work with them to tailor our library instruction classes to the particular curriculum and project assignments of each class.

• We are tracking the number of library instruction classes we teach. A higher percentage of students and classes come for library instruction.

• Crafting library instruction classes to the individual classes and the immediate project assignments that students are working on enables students to put their new knowledge into practice immediately.

• The postsession quiz assessment instrument for information literacy instruction is useful to Librarians fine-tuning their instruction but also serves to extend measurable data to all classes that bring their students to the library for information literacy instruction. The data gathered from the assessment instrument is available to the instructors.

Outcome #3: Collaborate on updating of library web pages. Estimated completion date: Ongoing.

Methods:

• We participated in discussions about updating the web pages. This occurred at the Instructional Council meeting and the Librarians' meeting, as well as on an individual basis. We kept usage statistics.

• This was very successful. We prioritized updating the webpages and have made many improvements. This is an ongoing project.

• Our updated web pages help students to more easily access our library resources, including the definition of Information Literacy and a series of Information Literacy tutorials.

• Our collaboration on the webpages is an annual continuing project.

III. **DATA** (use data pertinent to your program/department; include qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program/department effectiveness)

Circulation transactions for print resources decreased from FY2012 to FY2013, reflecting a slight dip in FTE and increased utilization of electronic resources. Use of databases increased, with a gain of 3% in the number of unique searches, and a gain of 26% in the number of documents retrieved for the two most popular databases, Ebsco and ProQuest.

The number of classified staff in the library was increased from 3 to 4 in FY2013 when a Microcomputer Lab Assistant was moved to the Library From the Information Technology Department.

The number of full-time librarians was effectively reduced from 2 to 1 when the Lead Librarian departed for a semester of Sabbatical leave. One part-time librarian was given extra hours. A second part-time librarian was hired to ensure appropriate levels of service to students.

IV. **ANALYSIS** (evaluate the strengths, challenges, opportunities and needs of your program/department; provide thorough interpretation of data; use the attached form to list previous objectives/goals and associated Institutional Goals; state if met, partially met, or not met for each one; give detail on any improvements/effectiveness and detail on status on those not fully met.)

With the retirement of this Dean in 2013, the College lost the support and input of a third person with an accredited graduate degree in Library Science, furthering the weakening of the Library. With one full-time faculty librarian Reference Service is less available, as is the time available for librarians to analyze the collection, select new information resources, and weed the collection to keep it current. This is alleviated to a degree with the help of the two part-time librarians.

There is a critical shortage of classified staff in the Library. There is now inadequate staff to assure staffing to cover furloughs, vacations, and absences due to illness. Staffing has been reduced from a former level of six full-time classified staff to a current level of four. Student workers have been eliminated, although there remeain some work-study hours.

V. **FINDINGS & FUTURE DIRECTION** (summarize findings and indicate how the findings have shaped decision making; address areas of concern; provide recommendations for future goals of your program/department; use the attached form to identify goals for the next year; align future program goals to one or more institutional goals, and address applicable needs by listing budget enhancement requests associated with program goals, and select applicable resource plan, i.e. facilities, staffing, technology, professional development, marketing.)

The addition of a third reference librarian will be critical to maintaining the Library's mission to support the instructional goals of the College. It is recommended that a third FT reference librarian be recruited and hired.

Campus-wide efficiencies, such as the move to larger class sizes, point to the shortcomings of the Library's Information Literacy classroom, which is only designed to hold a maximum of 25 students. The room and its equipment should be reconfigured to accommodate classes with larger enrollments.

VI. **PROCESS IMPROVEMENT OPPORTUNITIES** (Use the attached "Process Improvement Opportunities" form to identify three processes for improvement in terms of: 1) Work efficiency, 2) Cost reductions, and 3) Contributions to student enrollment and/or success. Identify one or more institutional goals supported by each process. Assess progress in attainment of process improvements identified in previous Program Review.)

During the last five years the Library has implemented many efficiencies. There is now a skeletal number of classified staff and faculty librarians. Further cost reductions in the budget(s) to purchase books and databases will only further jeopardize accreditation and the quality of the instructional program of the College.

SERVICE AREA PROGRAM REVIEW
PROCESS IMPROVEMENT OPPORTUNITIES

PURPOSE: For all IVC programs to engage in continuous process improvements, efficiency evaluation, and implementation of steps to facilitate increased student enrollments and student success.

GOALS: Each process within the departments will be reviewed in terms of: 1) Work efficiency, 2) Potential cost reductions, and 3) Potential contributions for increasing enrollment and/or student success.

DEPARTMENT: Library
Opportunities for:
PROCESS #1: Restore the previous library hours, closing the library when classes are not in session, to free staff for critical duties that cannot be conducted when the building is open.
Work efficiencies: Inventorying the collection and other projects can be done more quickly and efficiently when staff is freed from continual interruption.
Cost reductions: No cost reduction. Restoring hours raises costs.
Contributions to student enrollment &/or success: While there is no direct link between this and student enrollment/ success, there is an underlying contribution to the quality of the book collection and the use of the permanent staff.
Supports Institutional Goal and Objectives:This will primarily support goals 1) and 3).
PROCESS #2: Put classified library staff on 10-month contracts and close the library at times classes are not in session to allow for this.
Work efficiencies: Significant reduction in electrical/AC costs.
Cost reductions: Unknown.
Contributions to student enrollment &/or success: None.
Supports Institutional Goal and Objectives: Primarily supports goals 1) and 2).
PROCESS #3: Click here to enter text.
Work efficiencies: Click here to enter text.
Cost reductions: Click here to enter text.
Contributions to student enrollment &/or success: Click here to enter text.
Supports Institutional Goal and Objectives: Click here to enter text.

PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Do library instruction for the classes of two faculty members per semester who have not previously used this service. Way(s) to assess: Analysis of instruction appointments each semester.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Methods: We tracked faculty usage of our library instruction services, and how many classes and students received library instruction. We employed new means of outreach to bring classes to the Library for Information Literacy instruction, attending faculty meetings and contacting individual instructors. Our records for the Fall semester and earlier are incomplete with the inadvertant deletion of an essential calendar. Additional improvements in record keeping will result in more accurate information in the future. • Some faculty members who used our services for the first time last fall Elizabeth Mariaelena Cloud Sabrina and Nikolai Beope. Past Program Goal #1 was partially met.	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Collaborate on the integration of information literacy into the curriculum for two classes each semester. • We discuss information literacy with various faculty members and work with them to tailor our library instruction classes to the particular curriculum and project assignments of each class. • We are tracking the number of library instruction classes we teach. A higher percentage of students and classes come for library instruction. • Crafting library instruction classes to the individual classes and the immediate project assignments that students are working on enable students to put their new knowledge into practice immediately.	☒ 1 ☒ 2 ☐ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Collaborate on updating of library web pages. Estimated completion date: Ongoing. A definition of Information Literacy has been added to the Library website and more improvements are planned.	☒ 1 ☒ 2 ☐ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** We have made major improvements to our library webpage. A definition of Information Literacy has been added to the Library website and more improvements are planned.	

Comments:

FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Goal: Reconfigure Library classroom (1502).		☐ 1 ☒ 2 ☒ 3 ☐ 4
Objective: The classroom currently can accommodate classes with a maximum size of 25 students. This has been an issue with larger classes for a number of years. Reconfigure the room to accommodate classes with the larger class sizes currently envisioned by College-wide cost streamlining measures. This reconfiguration would forestall the need for a new Library building, saving the College the expense of a new building for a number of years while maintaining adequate services for student success.		
Task(s): Expand the southern wall of 1502 into what is now 1504, add 15 computer stations (including a second instructor station), projector, screen, audio-video and teleconferencing equipment. Adding a mobile wall divider would also enable multiple smaller classes to be conducted simultaneously.		
Timeline: Flexible. Preferably construction would be done in 2014, over summer break.		

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☒ One-Time ☐ Recurring	☐ Categorical Specify:	☒ Facilities ☐ Marketing ☐ SLO/SAO (Student Learning Outcome/	$60,000 (Facilities) $25,000

	☐ General Fund	☐ Planning & Budget ☐ Professional Development ☐ Staffing	Service Area Outcome) ☐ Student Services ☒ Technology	(Technology)

2	FUTURE PROGRAM GOAL #2 Budget Priority #2	INSTITUTIONAL GOAL(S)
Identify Goal: Restore hours		☐ 1 ☒ 2 ☒ 3 ☐ 4
Objective: Provide greater service to students . Students taking Saturday classes do not have access to the Library at present.		
Task(s): 1) Hire a third full-time faculty librarian. 2) Hire an additional full-time Library Technician 1. Restore the budget for student workers, in addition to maintaining the current work-study hours. Assess and budget for additional facility utility requirements.		
Timeline: Spring 2015		

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)		BUDGET REQUEST
☐ One-Time ☒ Recurring	☐ Categorical Specify: ☒ General Fund	☒ Facilities ☐ Marketing ☐ Planning & Budget ☐ Professional Development ☒ Staffing	☐ SLO/SAO (Student Learning Outcome/ Service Area Outcome) ☐ Student Services ☐ Technology	$200,000

3	FUTURE PROGRAM GOAL #3 Budget Priority #3	INSTITUTIONAL GOAL(S)
Identify Goal:		☐ 1 ☐ 2 ☐ 3 ☐ 4
Objective:		
Task(s):		
Timeline:		

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)		BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify: ☐ General Fund	☐ Facilities ☐ Marketing ☐ Planning & Budget ☐ Professional Development ☐ Staffing	☐ SLO/SAO (Student Learning Outcome/ Service Area Outcome) ☐ Student Services ☐ Technology	$_____

TOTAL BUDGET REQUEST	$see note below

1. How will your enhanced budget request improve student success?

Goal number 1 provides a larger library classroom to accommodate larger class size as per the CTA contract. More hours will give students more access to library services.

Comments: We have not provided a total budget request because some of our request is One-Time and some of our request is Recurring.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

SERVICE AREA LEARNING OUTCOMES (SAOs)

SERVICE AREA OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link SAO to appropriate ISLO(s).]

SAO 1	**SERVICE AREA OUTCOME #1**	**ISLO(S)**
	Identify Outcome: Expand Information Literacy classes to more of the College community.	☐ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: The recent visit from the accreditation committee and their findings reinforced our commitment to integrating information literacy throughout the curriculum. The newly-instituted post information literacy instruction assessment instrument is a way gather data to measure the effectiveness of this instruction. Sharing this information with the instructors bringing their classes to the Library enables them to incorporate this data into their own SLOs, achieving the goal of extending information literacy learning throughout the curriculum. A review of collected data with take place at the end of each semester.	
	☒ Met ☐ Partially Met ☐ Not Met	

	Provide detail on any improvements/effectiveness and detail status on those not fully met: Assessment instrument is attached.	

SAO 2	SERVICE AREA OUTCOME #2	ISLO(S)
	Identify Outcome: To extend Information literacy instruction to students and faculty beyond the classroom. Walk-in instructions sessions are scheduled for students wishing Information Literacy instruction,with additional separate walk-in sessions for students wishing to learn MLA and APA citation styles. A walk-in session for faculty only has also happened and will be scheduled at the beginning of each semester to inform faculty about the Information Literacy instruction program at the Library to encourage their participation.	☐ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: The assessment instrument specified in SAO 1 will be administered to walk-in students, as well as those coming with their classes.	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** An assessment instrument, in the form of a post-session quiz, will be created to gather data from the MLA and APA citation style walk-in sessions.	

SAO	SERVICE AREA OUTCOME #3	ISLO(S)
	Identify Outcome:	☐ ISLO 1 ☐ ISLO 2

3	**Measurable Outcome Summary:** ☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5